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ABSTRACT

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1982-83 academic year and fall 1983 semester is presented in this report along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, faculty and staff, educational program highlights, facilities, special events, athletics, and projections for the year ahead. Next, statistical data are provided regarding: (1) students, including information on fall enrollments from 1976 through 1983; off-campus enrollments; enrollments by full-/part-time status, day/evening attendance, and campus for 1980-81 through 1983-84; student characteristics; retention rates of incoming students; transfers to other colleges and universities; plans of 1983 graduates; and enrollment in non-credit community service programs; (2) program enrollment from 1976-77 through 1982-83; (3) faculty and staff, including information on faculty characteristics, faculty salary by rank, faculty rank by program, and staff characteristics; and (4) finances, including statistics on full-time tuition and mandatory fees per semester, general education revenues and expenditures, and student financial aid awards. (HB)

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FACTS & FIGURES 1983-84

An Annual Report & Statistical Digest

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JC 840 227

Community College of Rhode Island

PREFACE

This second edition of "Facts and Figures" combines an annual report narrative with the tables that present statistical information about the Community College of Rhode Island. The following information is included:

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The time period covered by the report is the academic year 1982-83, plus information on the first half of 1983-84. It is anticipated that this document will be produced annually at the beginning of the calendar year, and cover the previous eighteen month period. This will produce a certain amount of repetition in each subsequent edition, but this can serve to highlight certain important features and happenings at the College.

By placing the annual report and the corresponding statistical information together, it is assumed that the utility of this booklet will be enhanced. Should you have any suggestions for further increasing the clarity or usefulness of this document, your thoughts on this matter would be most welcome.

Nancy V. Abood
Director
Public Relations
and Publications

Cynthia V. L. Ward
Director
Institutional Research
and Planning

February, 1984

FACTS and FIGURES: 1983-84

Annual Report and Statistical Digest

COMMUNITY COLLEGE OF RHODE ISLAND

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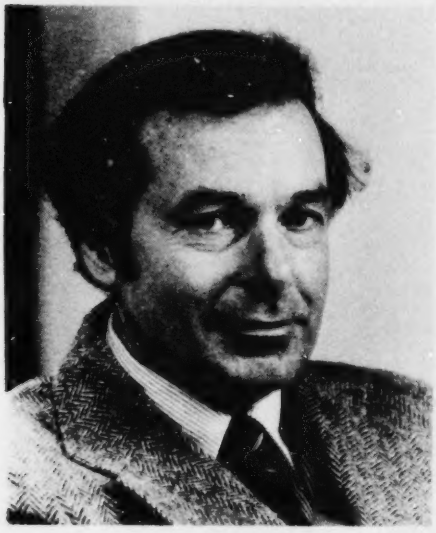
ANNUAL REPORT OF THE PRESIDENT

Twenty years ago, in September, 1964, the Community College of Rhode Island, known then as Rhode Island Junior College, opened its doors to 325 students who attended classes in temporary quarters in Providence. Since its earliest days, the College has been a dynamic institution, growing and changing in response to changing community needs.



In just two decades, the College has become the largest community college in New England, providing an education for almost 13,000 students who are attending classes at two main campuses in Warwick and Lincoln, and in satellite facilities across the state. Students choose from more than 20 programs of study in academic transfer or vocational technical areas. They enroll on a full or part time basis, attending classes days or evenings to suit their convenience. In addition, CCRI is a source of personal advancement and enrichment for the thousands of Rhode Islanders who enroll in the non-credit courses, workshops and seminars offered through its Office of Community Services. For local businesses and industries, the College is a resource that can provide customized training programs to give employees the skills they need to be productive workers in today's technological society.

The name of the College was changed from Rhode Island Junior College to the Community College of Rhode Island in 1980 to more accurately reflect the primary mission of the institution—to be responsive to the community it serves, namely, the State of Rhode Island, its people, its cities and towns, and the businesses and industries located within its boundaries. Because the needs of these constituencies do not remain constant from year to year, the Community College must respond to changes and priorities by providing the kinds of programs and services required within a reasonable time frame, at a reasonable cost.

The report highlights the achievements of the 1982-83 academic year, and the fall, 1983 semester, at the Community College of Rhode Island—accomplishments such as the growth of our satellite campuses and programs for non-traditional students, the expansion of our computer programs and capabilities and the strengthening of our relationships with the business community.

Enrollment

The Community College of Rhode Island has a policy of open admissions, a policy which provides every Rhode Islander with an opportunity to receive an education beyond the high school level. The student body includes recent high school graduates enrolled in college transfer programs, older students returning to school after years away from the classroom, individuals enrolled in technical programs to learn the skills they need to get a better job, recent immigrants with a limited knowledge of English, and handicapped and disadvantaged students.

The college accommodates this diverse population by providing a full range of programs and services designed to assist students with special needs. Those who lack the basic skills required to succeed in college-level courses are enrolled in remedial or preparatory courses until they are ready to tackle more advanced work.

Enrollment at CCRI continues to increase, with fall, 1983 enrollment at 12,602, compared with 12,149 for the fall, 1982 semester. Minorities represent about seven percent of the student body, 62 percent of the student population are women and approximately 42 percent are 25 years of age or older. The number of part time students continues to increase.

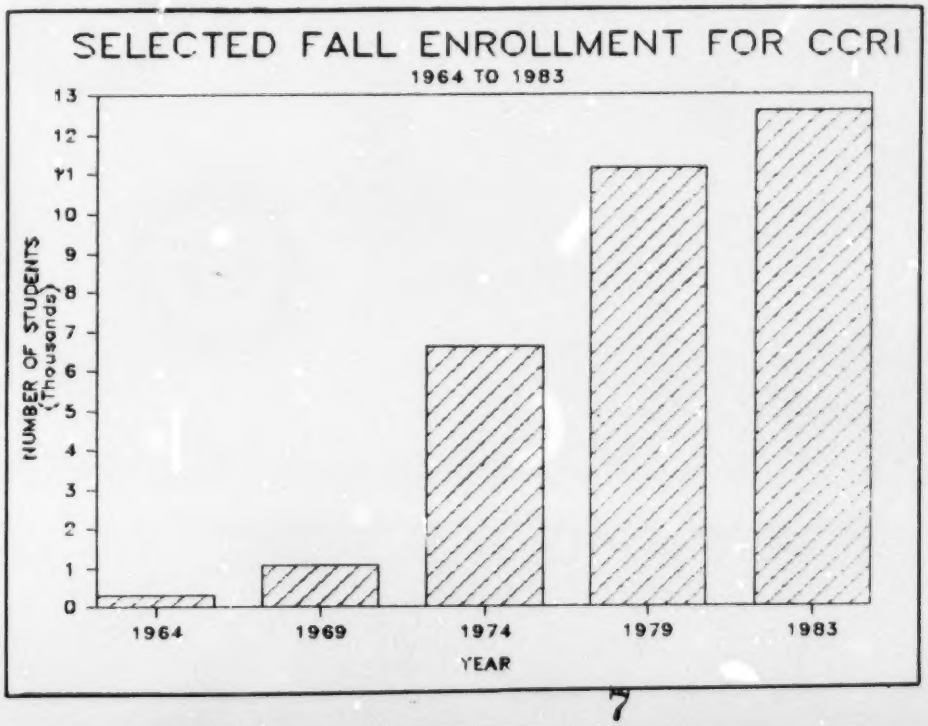
Programs of study with the largest enrollment are Business Administration and Liberal Arts. The biggest growth area during the last year was in Engineering Technologies.

The Aquidneck Island satellite facility at Middletown High School experienced a tremendous enrollment increase, from 312 students in Spring, 1983 to 467 students in fall, 1983. Program expansion and increased promotional efforts account for this dramatic increase.

The Weekend College at the Knight Campus in Warwick operated at near capacity levels during fall 1983 when the program was re-organized to allow students to earn a degree in Business Administration by attending classes on Friday, Saturday and Sunday.

Nearly 250 employees of three major area industries, Foxboro, Raytheon and General Dynamic's Electric Boat Division, enrolled in courses taught by the college as part of a program to offer customized training through the Office of Off-Campus Programs.

The Office of Community Services reports that 6,696 individuals enrolled in non-credit courses during the last year.



Faculty and Staff

Over the past twenty years, as the student enrollment has climbed from 325 to 12,602, the number of continuing faculty has risen from 14 to 297. In order to serve the approximately 40 fold increase in students, increased use has been made of part-time lecturers to provide the College with needed flexibility in staffing.

Recently, the Board of Governors approved an early retirement plan for all non-classified employees at the Community College. This plan was developed by a committee composed of three faculty members and three administrators; the committee unanimously agreed to the plan. Under the plan, employees become eligible at age 58 and those who elect to participate receive a one-time severance payment, assistance with health and life insurance payments, and other benefits. The implementation of the plan is intended to improve the match between student interests and faculty specialization, to provide increased openings for younger faculty, and to save money.

During the past year, promotions, reclassifications, and successful candidacies have provided upward mobility for many employees. In the faculty ranks, three instructors were promoted to assistant professors, six assistant professors moved up to associate professorships, and 29 associate professors became full professors.

The College has initiated several training programs this year for faculty and staff. The Title III grant has made it possible to provide employees with the opportunity to expand their knowledge of computers, and several workshops and courses have been developed for this purpose. Another Title III activity on organizational development provided the impetus for the President's Communication's Seminar Series. Based on the success of the series, a wide range of faculty and staff training opportunities are being considered. During the spring, 1984 semester, some of these ideas will be tested, and a program of management training opportunities will be developed.

In 1983, the College expanded its exchange program with Loughborough Technical College in England. During the spring, 1982 semester, Dwight Decker of our Physics Department spent a term at Loughborough. Donald Hutchings, the Loughborough Principal, came to CCRI as our commencement speaker in June 1983. This fall, Shelagh Rastall came from Loughborough as an exchange teacher in Secretarial Science. In the fall, Ted Ross of the Technical and Industrial Studies program was in England and Manfred Clayton, chairperson of the CCRI Engineering Department, will teach in Loughborough in the spring. Several other faculty members on both sides of the Atlantic have expressed an interest in this informal exchange program and we hope over the years to strengthen our ties with this sister college.

A recent survey of faculty and staff resulted in a long list of accomplishments for CCRI employees over the last year. These people have had numerous articles and books published, given invited presentations, served on professional and civic committees, been elected to local and state offices, received awards, donated time to volunteer work, and other constructive pursuits. Two faculty members of the English Department have been selected as Fellows by the Rhode Island Board of Governors for Higher Education—Cynthia L. Jorgensen and David Critchett.

Educational Program Highlights

The Community College of Rhode Island offers an impressive array of quality programs designed to prepare students for paraprofesional and technical careers and/or for successful transfer to other institutions of higher education. A high priority is placed on non-traditional educational opportunities for Rhode Island residents, including programs for business and industry, a Weekend College degree program and special programs for women pursuing traditionally male-dominated technical occupations.

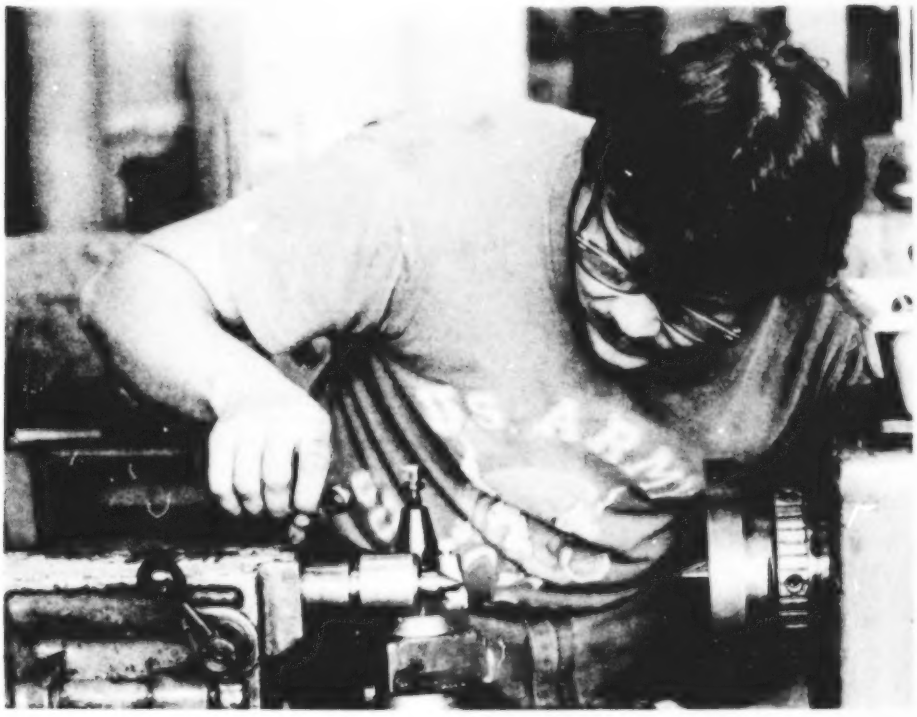
Campus, now in its second year of operation, has provided literacy instruction for the college community and for groups such as elementary and secondary teachers, school department personnel in several towns and employees at General Dynamics Electric Boat Division at Quonset Point.

In addition, the College this year received $480,000 as part of the Governor's High Technology Initiative Grants. These funds are being used to provide students with greatly increased access to computers and microcomputers and ex-

During the past year, an emphasis has been placed on increasing computer literacy and use among all segments of the College community. A total of $88,000 awarded under the second year of the College's Title III grant from the U.S. Department of Education was used in part to open a microcomputer laboratory at the Flanagan Campus. The microcomputer laboratory in the Knight

perience on state of the art equipment in technical training programs.

A new Department of Computer Studies and Information Processing was established this year to better coordinate the instruction in computers at the two campuses. Approximately 235 students are served by ten faculty in this department.



Outreach efforts have expanded college programs in several key areas. The Aquidneck Island satellite campus, at Middletown High School, for the first time last fall, expanded its offerings to include full Associate Degree programs in Business Administration and Liberal Arts. Students who attend classes in Middletown have counselors, library services and a mathematics laboratory available for their use. A special marketing effort to inform area residents about the expanded program resulted in an increase in enrollment from 312 students in spring, 1983 to 467 students in fall, 1983.

Sixty prisoners at the Adult Correctional Institutions are enrolled in college credit courses made available to them through a special cooperative arrangement with the prison administration. The agreement, a "bartering of services," offers courses to inmates taught by CCRI faculty in exchange for services provided through the prison industries program. Non-credit courses are also offered at the prison through grants awarded by the Department of Labor and the Department of Education, Bureau of Vocational and Adult Education. The college's Office of Community Services offers women prisoners the opportunity to learn typing skills, shorthand, and small business machine repair as well as preparation for the General Equivalency Diploma Examinations.

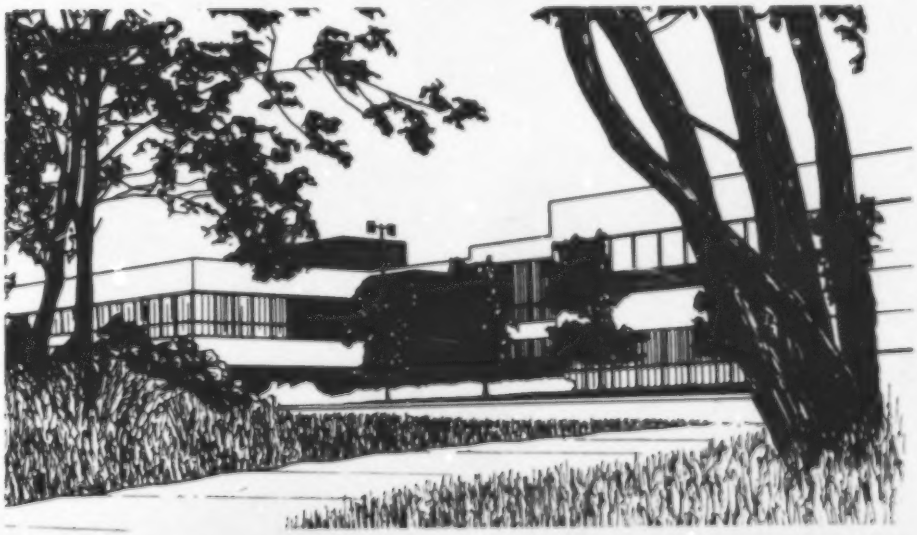
The College has established strong relationships with major Rhode Island area businesses and industries. An apprentice training program for employees of General Dynamics Electric Boat Division at Quonset Point has been in operation since spring, 1982. The college is awaiting approval from the Rhode Island Board of Governors for Higher Education so that employees can earn a degree while receiving required apprentice training. The new degree, an Associate in Applied Science in Technology, will be an interdisciplinary program which will enable companies and individual students to tailor technical programs to their own specific needs, including a labor studies specialty. Similar training programs, which already interface with existing degree programs, are continuing with members of the Rhode Island/Southeast Massachusetts Chapter of the National Tooling and Machining Association, Bostitch/Textron and Foxboro Company. Engineering courses are being offered to employees at Raytheon Company.

Facilities

Facilities

The Community College of Rhode Island has two campuses: the Knight Campus in Warwick and the Flanagan Campus in Lincoln. The Knight Campus is situated on 205 acres of land and is composed of a megastructure (385,000 square feet) and a fieldhouse. The Flanagan Campus sits on a 300 acre site and has a modular main structure (310,000 square feet) and a fieldhouse.

The age of the Knight Campus has dictated the need for refurbishing. During 1982-83 and the first semester of 1983-84, about $670 thousand has been expended to replace floor coverings, to improve the heating, ventilation, and air conditioning system, to replace the roof, to repair the roads and parking lots, and for general repairs. In the near future, similar types of expenses will be required for the Flanagan Campus.



Special Events

A number of special activities were sponsored by the College during the fall semester. Among these were:

•"Images, Revisions and Accomplishments: Black Contributions to American History," a lecture series funded in part by a grant from the Rhode Island Committee for the Humanities, brought nationally acclaimed authors Alvin Poussaint, Herbert C. Gutman and Stanley Engerman, and poet Nikki Giovanni to the College.

•"Born Free and Transformed: A Vision of Women and Men in Society," a film and lecture series sponsored by the College, the Rhode Island Department of Education, Bureau of Vocational and Adult Education, and the Department of Community Affairs Division of Women and Human Resources in Rhode Island, drew impressive crowds interested in exploring the historical, contemporary and future roles of men and women.

•Faculty, staff and administration discussed various aspects of communications with professionals in the field as part of the President's Seminar Series.

•The Fourth Annual Tribute to Bobby Hackett, a yearly fund-raising event sponsored by the Community College of Rhode Island Foundation attracted nearly 500 jazz enthusiasts to the College.

•The Rhode Island Center for Community Education and Citizen Participation, established at CCRI through the support of the Charles Stewart Mott Foundation, helped to organize the state's first Academic Decathelon for high school students.

Individual College departments made significant contributions to the list of special activities during 1982-83. The theater department produced a full series of plays, the art department's galleries in both campuses were open throughout the year and the music department sponsored a series of concerts, including a performance by Joel Press and the Evolutionary Jazz Ensemble, which was funded in part by the New England Foundation for the Arts and New England Telephone.

Athletics

Intercollegiate Athletics

The Community College of Rhode Island can truly take pride in its Department of Athletics and its record of achievement. During 1982-83, every CCRI intercollegiate team won a spot in post-season tournaments.

The soccer team won its first New England championship and finished the season with a national ranking of eighth.

The men's and women's cross-country teams won New England crowns and made their first national appearance.

The women's volleyball team won its second consecutive New England Volleyball Championship.

The golf team won the New England Title and advanced to the Nationals in Florida.

Laurie Gagnon won the New England Junior College Tennis Singles Championship.

Tom Kenwood (cross-country), Fred Carello (golf), Art Carmichael (volleyball), and Victor Gaspar (soccer) received New England Coach-of-the-Year honors.

The college hosted the New England Junior College Baseball Championship for the first time and the CCRI team advanced to the semi-finals in that tournament.

During fall, 1983 the teams continued their outstanding performances. The cross-country and volleyball teams retained their championships and the soccer team lost in overtime in the finals. Player Luis Favia was named to the All-American team.

Athletic director Vincent Cullen was honored by being published in National Medalist Flashback Notebook 1983, along with the country's major college coaches."

National Youth Sports Programs

For the fourth consecutive year, the Department of Athletics received a $35,000 grant from the National Collegiate Athletic Association. This year's grant provided 425 economically disadvantaged young people with a daily summer program of sports instruction, educational enrichment and nutrition. The program at CCRI received a national commendation from the NCAA, which cited the program as a model and evaluated it as one of the top nine programs out of the 135 participating colleges.

Community Recreation

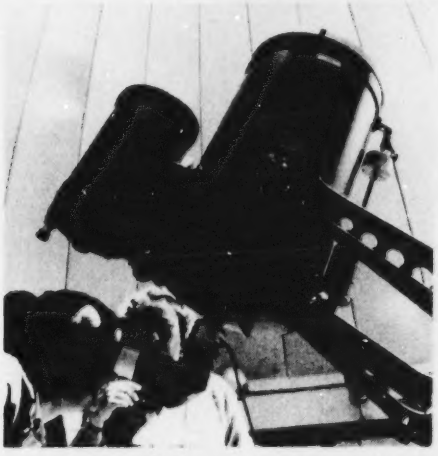
Athletic facilities at both campuses are open to the public for a nominal fee during "off hours" for community recreation. Approximately 18,000 people took advantage of this service during 1982-83. Activities available to the public include volleyball, basketball, jogging, weightlifting, exercise, swimming and use of the saunas.

In addition to the regularly scheduled community recreation, CCRI athletic facilities were used by 48 outside groups during the last year. The pool was also used extensively for therapeutic purposes by groups such as Rhode Island Special Olympics, United Cerebral Palsy, and the Blackstone Valley Center for the Retarded.

The Year Ahead

As we move into our third decade of service to people of this state, the Community College of Rhode Island can look with pride on what has been accomplished in a relatively short period of time. But as we look ahead to next year and beyond, we will be facing new challenges and new problems as community needs shift and competition for enrollment increases.

During the past year, in preparation for our evaluation by the New England Association of Schools and Colleges accrediting team, we conducted an in-depth self study of the entire institution. The document prepared as a report of this examination will be used over the next year as a long range planning tool.



We will devote considerable attention to the quality of education and services offered to our students, striving always to maintain high standards while providing educational opportunities for all Rhode Islanders. To this end, we will be upgrading and, where needed, expanding our programs to keep pace with the changing needs of the businesses and industries we serve. Robotics will be incorporated into engineering and machine programs for example. In fact, virtually all technical programs will come under scrutiny as we attempt to ensure that our students are receiving the kind of training required for careers in today's technological fields.

We will continue our outreach efforts to attract new students, particularly those with special needs, such as recent immigrants, who could benefit from a community college education. And, as important as attracting new students, we will focus our attention on student retention. A college-wide committee will be appointed to analyze concerns in this area.

Knowing that what the future holds will be different than the past, the College has established a systematic long range planning process. The purpose of this activity is to minimize the surprises and to shape the institution into what should evolve, not what external circumstances dictate. To accomplish these ends, a two tiered planning committee approach has been initiated. One small committee composed of key decision makers oversees the details of the long range plan development while a second larger committee, which represents the diverse interests of the College, acts as an advisory group. The combined efforts of the two committees should provide both the flexibility and wide involvement that is desired in planning for the future. The subjective judgments of these committees will be translated through the use of modeling procedures into estimates of such quantifiable factors as future enrollments and resource needs.

The Community College of today is not the same institution that it was 20 years ago, and it is not the institution that it will be 20 years from now. We exist to serve the State of Rhode Island, and as it changes, so we will change to meet the needs of our constituents. Our mission is to be flexible, dynamic, and responsive.

But, as much as we change, our goals remain constant—to provide educational opportunity and service to the people of Rhode Island, to provide high quality programs at a reasonable cost, in short, to provide "opportunity with excellence." This is the goal we will strive for during the next year and in the years to come.

Edward J. Liston

CCRI Foundation

In 1979, by an Act of the General Assembly, the Community College of Rhode Island Foundation was established to promote and generate community support for the College.

The General Assembly Act incorporating the Foundation states that: "It is greatly in the public interest to sponsor and encourage private gifts of funds and property to aid and assist (the Community College of Rhode Island) in attaining its objectives, and particularly in connection with such of its activities, and those of its students and faculty, for which adequate provision is not ordinarily made by appropriations from the public funds."

The Foundation seeks to assist the College in such areas as cultural and performing arts, scholarships, visiting professorships, and library and equipment acquisitions. To attain these goals, the Foundation encourages support from the college community through contributions to the annual compaign, scholarship funds, special events, and special gifts.

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FACTS & FIGURES
A Statistical Digest

STUDENTS

FALL ENROLLMENT FROM 1976 TO 1983

1976 has been selected as a base year for fall enrollment comparisons because that was the year in which the Lincoln Campus was opened in addition to the Warwick Campus. During the next eight years, enrollment on both campuses rose from 8,993 to 12,602 for a total increase of forty percent. During the same period, the full-time equivalent enrollment (computed by dividing the total number of credit hours taken by all students by 15) increased by 28 percent from 5,972 to 7,661.

TABLE I — **FALL ENROLLMENT**

FALL	NUMBER	FTE
1976	8,993	5,972
1977	10,317	6,900
1978	10,340	6,700
1979	11,158	7,017
1980	11,777	7,496
1981	11,721	7,486
1982	12,149	7,516
1983	12,602	7,661
% Change from 1976 to 1983	40%	28%

SOURCES: Number of Students: HEGIS Fall Enrollment Reports
FTE Enrollment: CCRI Bursar's Office Reports

OFF-CAMPUS ENROLLMENTS

In addition to the classes offered at the Flanagan and Knight Campuses, the Community College also conducts classes at several satellite facilities. These facilities include high schools, community centers, and industrial sites. Each year the sites used change, because the demand for programs is not static and the College tries to be responsive to these fluctuating needs. The adjunct sites being used in the 1983-84 fall semester are listed in the table along with the enrollments for off-campus sites for the past three semesters.

TABLE 2 — **ENROLLMENT AT ADJUNCT SITES**

	Number of Students		
Sites	**Fall 1982**	**Spring 1983**	**Fall 1983**
Middletown Satellite	277	312	467
Westerly Satellite	125	144	142
Woonsocket Satellite	209	212	291
DaVinci Community Center	16	17	10
Opportunity Industrialization Center	179	205	244
Urban Education Center	58	51	30
Electric Boat		60	201
Foxboro	61	52	32
Bayview Academy			23
Adult Correctional Institutions			62
Other	58	52	
Total	983	1,105	1,502

SOURCE: Office of the Dean of Off-Campus Programs.

TYPES OF ENROLLMENT

Overall, the total number of students has increased seven percent in the three years from the fall of 1980 to the fall of 1983. But the mix of the full time and part time students continues to change with the trend toward more part time students. By the fall of 1983, almost two students out of every three attending the College was here on a part time basis.

Evening programs continue to attract slightly more students than the day time classes, and these proportions have remained relatively stable throughout the reported period.

In the fall of 1983, the Knight Campus enrolled 57 percent of the students, 36 percent were enrolled at Flanagan, and 5 percent at the adjunct sites, and the remaining two percent were taking courses by television or other special courses. Students were assigned to the campus where they were enrolled fifty percent or more of their time.

TABLE 3 — **FALL ENROLLMENT BY FULL/PART TIME DAY/EVENING AND CAMPUS**

	1980-81	1981-82	1982-83	1983-84
Total Students	11,777	11,721	12,149	12,602
Full Time/Part Time				
Full Time Students	5,207	4,796	4,784	4,514
Part Time Students	6,570	6,925	7,365	8,088
Day/Evening				
Day Students	4,800	4,828	5,147	5,271
Evening Students	5,289	5,188	5,331	5,688
Both	1,608	1,705	1,671	1,643
Campus				
Knight Campus		6,947	7,021	7,167
Flanagan Campus		4,089	4,489	4,531
Adjunct		646	570	673
Other		39	69	231
Percent				
Full/Part Time				
Full Time Students	44 %	41 %	39 %	36 %
Part Time Students	56 %	59 %	61 %	64 %
Day/Evening				
Day Students	41%	41%	42%	42%
Evening Students	45%	44%	44%	45%
Both	14%	15%	14%	13%
Campus				
Knight Campus		59%	58%	57%
Flanagan Campus		35%	37%	36%
Adjunct		5%	4%	5%
Other		1%	1%	2%

SOURCE: Office of Academic Management

STUDENT CHARACTERISTICS

The student body at the Community College of Rhode Island continues to be composed of considerably more women than men (approaching two out of every three students enrolled). The average age of the student body has slowly increased. The number of minority students increased in the fall of 1983 with the Asian students having the greatest percentage increase over the previous year. The percentage of out-of-state students has remained essentially stable.

TABLE 4 FALL ENROLLMENT BY SEX, AGE, RACE AND RESIDENCY

	1980-81	1981-82	1982-83	1983-84
Total Students	11,777	11,721	12,149	12,602
Sex				
Female	7,159	7,245	7,503	7,843
Male	4,618	4,476	4,646	4,759
Age in Years				
Under 20	3,766	3,575	3,872	3,862
20-24	3,301	3,360	3,213	3,439
25-34	3,031	3,115	3,150	3,249
35-44	1,066	1,111	1,296	1,419
Over 45	613	560	618	633
Race				
American Indian	34	42	43	43
Asia	46	54	96	143
Black	479	504	452	487
Hispanic	200	153	163	190
White	11,018	10,968	11,395	11,739
Residency				
Rhode Island	11,260	11,196	11,597	12,023
Out of State	517	525	552	579
Percent				
Sex				
Female	61%	62%	62%	62%
Male	39%	38%	38%	38%
Age in Years				
Under 20	32%	30%	32%	31%
20-24	28%	29%	26%	27%
25-34	26%	27%	26%	26%
35-44	9%	9%	11%	11%
Over 45	5%	5%	5%	5%
Race				
Minorities	6%	6%	6%	7%
White	94%	94%	94%	93%
Residency				
Rhode Island	96%	96%	96%	95%
Out of State	4%	4%	4%	5%

SOURCE: HEGIS Fall Enrollment Report

RETENTION RATES

For the second year, the retention rates for the Community College of Rhode Island have been computed. The procedure used tracked a group of incoming, first time degree seeking candidates through six semesters. The group entering in the fall of 1979 was tracked for the first study and the fall 1980 group for the second. In each case the number and percent of the original group that graduated, were continuing and stopped-out was determined and the remainder classified as non-continuing students.

The comparison of the results from the two studies show a decrease in the number of students who graduated and who were still at the College after six semesters in the entering class of 1980 compared with the similar group in 1979.

As has been previously noted, "retention" in community colleges has a somewhat different meaning than at more traditional baccalaureate granting institutions due to the varying expectations of students attending the community colleges. More information is needed about the reasons students come to the Community College and the reasons for leaving prior to graduation before an assessment can be made concerning the acceptability of these retention rates.

TABLE 5 — RETENTION AND GRADUATION RATES IN NUMBERS AND PERCENTAGES FOR 1979 AND 1980 INCOMING STUDENTS*

Status of 1979 Students	Fall 1979	Spring 1980	Fall 1980	Spring 1981	Fall 1981	Spring 1982	End of Spring 1982
Graduate	0	0	162	162	794	794	1229
Continuing	3,677	2,964	2,156	1,985	1,029	847	
Stop-out	54	201	270	193	134	0	
Non-continuing	142	708	1,285	1,533	1,916	2,232	
Graduate	0%	0%	4%	4%	21%	21%	32%
Continuing	95%	77%	56%	51%	27%	22%	
Stop-out	1%	5%	7%	5%	3%	0%	
Non-Continuing	4%	18%	33%	40%	49%	48%	

Status of 1980 Students	Fall 1980	Spring 1981	Fall 1981	Spring 1982	Fall 1982	Spring 1983	End of Spring 1983
Graduate	0	0	151	151	759	759	1,246
Continuing	4,030	3,214	2,249	2,032	1,125	982	
Stop-out	78	231	304	229	156	0	
Non-Continuing	173	836	1,577	1,869	2,241	2,540	
Graduate	0 %	0 %	4 %	4 %	18 %	18 %	29 %
Continuing	94 %	75 %	53 %	48 %	26 %	23 %	
Stop-out	2 %	5 %	7 %	5 %	4 %	0 %	
Non-Continuing	4 %	20 %	37 %	4 %	52 %	59 %	

*Incoming Students —includes all first-time degree candidates, a total of 3,873 students. Current non-matriculated students were excluded; students who became degree candidates after being non-matriculants were *included.*

CCRI TRANSFERS TO OTHER COLLEGES AND UNIVERSITIES

Many Community College of Rhode Island students choose to continue their education and apply to other institutions of higher education. Information is provided by the Rhode Island institutions on the number of students who apply, are accepted and actually enroll. On the average, about three quarters of the Community College transfers who apply are accepted by other Rhode Island institutions. The highest acceptance rates in 1982-83 were for Johnson and Wales College, Rhode Island College, and Bryant College.

TABLE 6 — **ACCEPTANCE RATE OF CCRI TRANSFERS AT OTHER R.I. INSTITUTIONS**

R.I. Institutions	1979-80	1980-81	1981-82	1982-83
Rhode Island College	84	83	85	84
University of Rhode Island	55	53	52	54
Bryant College	42	72	81	74
Providence College	44	54	60	48
Roger Williams College	82	74	70	71
Johnson and Wales College	100	90	88	86
Salve Regina College	75	62	46	60
R.I. School of Design	22	61	60	38
Barrington College	100	100	86	—
Brown	—	—	—	50
All R.I. Institutions	68	71	71	72

CCRI TRANSFERS ENROLLING IN OTHER RHODE ISLAND INSTITUTIONS

Rhode Island College continues to be the institution which attracts the greatest number of Community College transfers (59 percent in 1982-83), followed by the University of Rhode Island (21 percent). Information on transfers who actually enroll in institutions in other states is not available.

TABLE 7 — **CCRI TRANSFERS ENROLLING IN RHODE ISLAND INSTITUTIONS**

R.I. Institutions	1979-80	1980-81	1981-82	1982-83
Rhode Island College	336	421	399	490
University of Rhode Island	135	145	172	175
Bryant College	40	106	92	96
Providence College	16	18	20	8
Roger Williams College	21	14	15	15
Johnson and Wales College	16	18	11	8
Salve Regina College	19	36	5	30
R.I. School of Design	5	10	8	4
Barrington College	4	4	4	—
Brown	—	—	—	1
Total	592	772	726	827

SOURCE: Data obtained from the receiving institution by the CCRI Transfer Counseling Office.

GRADUATES OF 1983

In the spring of 1983, the first systematic study was made by the Community College of Rhode Island to determine the future plans of the graduating class. A total of 1034 graduates (74 percent of the 1562 graduates) provided useable returns to the short questionnaire that asked them about their plans after graduation.

The average graduate was more likely to be female or a minority than the average student, and enrolled in a vocationally oriented program rather than a general or liberal arts program.

More graduates intended to work after graduation than to study as a full-time student or to combine work and study. In all, 72 percent of the graduates planned to work (either work only or work and study). Of this group, a majority (77 percent) planned to work full time and considered the job they were entering to be a career-tracked job. About 60 percent of this group had a job by graduation.

In all, 55 percent of the graduates intended to continue studying in some type of formal educational program. Of this group, 53 percent had been accepted by an institution of higher education and an additional 17 percent were waiting responses to their applications. Rhode Island institutions attracted almost all of the graduates going on in education (89 percent).

TABLE 8 PLANS OF 1983 GRADUATES

FUTURE PLANS	NUMBERS	PERCENT
Work Only	458	45
Study Only	282	27
Work and Study	282	27
Other	12	1
Total	1,034	100
WORKERS	740	100
Job Status:		
Have a Job	463	65
Have Applied	163	23
Will Apply	88	12
Job Type:		
Career	445	74
Temporary	160	26
STUDENTS		
Status:		
Accepted	278	53
Applied	87	17
Not Yet Applied	160	30
Location of Institute:		
Rhode Island	445	89
Other New England	28	6
Other	26	5

ENROLLMENT IN NON-CREDIT COURSES

The Office of Community Services offers a wide range of courses that are designed to meet the needs of the community. These courses are difficult to characterize because they are so varied in purpose, duration, location, and enrollment. The major types of courses are non-credit courses, motorcycle safety, driving retraining, and high school equivalency.

Non-Credit Courses are career-oriented, special interest or social type courses and include—

Fire Fighter Training Courses, which are sponsored week-end academies for volunteer and career fire fighters.

Second Technical Day Courses, which are operated as adult vocational training programs in such areas as food services, electronic assembly, and clerical skills.

Business, Industry, and Government Agency Courses, which are courses offered to expand or improve the skills of the work force.

Motorcycle Safety Courses are required by legislation for those seeking a motorcycle license.

Driving Retraining Courses are required of traffic violators who are referred by the courts.

GED Testing Program provides assistance and test administration for those seeking a high school diploma through equivalency testing.

TABLE 9 — **ENROLLMENT IN MAJOR COMMUNITY SERVICE COURSES**

	ENROLLMENT			
Courses	**1979-80**	**1980-81**	**1981-82**	**1982-83**
Non Credit	1,358	2,198	3,880	6,696
Motorcycle Safety	4,764	4,222	3,691	3,500
High School Equivalency	222	300	506	450

SOURCE: Office of the Dean of Non-Credit Programs.

PROGRAMS

Associate in Arts

Human Services, Liberal Arts, Liberal Arts — Labor Studies

Associate in Fine Arts

Associate in Science

Business Administration, Computer Studies, Electronic Engineering Technology, Engineering, Mechanical Engineering Technology, Nursing, Retail Management, Science, Secretarial Science

Associate in Applied Science

Chemical Technology, Electronics, Fire Science, Instrumentation Technology, Machine Design, Machine Processes, Medical Laboratory Technician, Radiography, Respiratory Therapy

Diplomas or Certificates

Chemical Technology, Computer Science, Dental Assistant, Electronics, Instrumentation Technology, Machine Design, Machine Processes, Practical Nursing, Secretarial Science, Word Processing

ENROLLMENT BY PROGRAM OF STUDY

Over the last three years, the total fall enrollment at the Community College has increased the modest amount of seven percent. Only in the program area of Engineering Technologies has there been a consistent upward trend of enrolling more students; and for the last year, this increase was 24 percent. In all other areas, the enrollments by program have remained relatively stable or have fluctuated during this period.

TABLE 10 FALL ENROLLMENT BY PROGRAM OF STUDY

	1980-81	1981-82	1982-83	1983-84
BUSINESS & COMMERCE TECHNOLOGIES	**2,585**	**2,576**	**2,535**	**2,597**
Business Administration	2,153	2,194	2,070	2,079
Retail Management	186	145	166	181
Secretarial Science	246	237	349	337
COMPUTER STUDIES	**206**	**278**	**260**	**235**
HEALTH & PARAMEDICAL	**669**	**709**	**794**	**784**
Dental Assistant	23	23	24	21
Medical Lab Tech.	30	42	53	42
Radiologic Tech.	89	89	83	89
Nursing-ADN	399	413	453	452
Practical Nursing	98	111	120	101
Respiratory Therapy	30	31	61	79
ENGINEERING TECHNOLOGIES	**438**	**478**	**496**	**614**
Engineering	93	117	138	171
Mech. Engineer. Tech.	46	45	39	51
Machine Design	46	45	39	42
Machine Processes	49	45	44	44
Chemical Tech.	51	51	52	43
Electronic Engin. Tech.	51	70	70	89
Electronics	70	79	81	105
Instrumentation	32	26	33	69
PUBLIC SERVICE TECHNOLOGIES	**735**	**682**	**514**	**535**
Human Services	576	536	416	441
Fire Science	159	146	98	94
GENERAL PROGRAMS	**2,289**	**1,982**	**1,655**	**1,484**
Liberal Arts	2,181	1,749	1,363	1,199
Science	46	54	51	74
Fine Arts	62	179	241	211
OPEN COLLEGE	**4,855**	**5,018**	**5,845**	**6,353**
Program Applicant	961	1,536	1,830	2,203
Non-Degree	3,849	3,480	4,015	4,150
TOTAL	**11,777**	**11,721**	**12,149**	**12,602**

SOURCE: HEGIS Fall Enrollment Report

GRADUATES BY PROGRAM OF STUDY

The total number of graduates the Community College has produced each year for the last seven has remained reasonably stable, and in the last year, increased only slightly by four graduates. The fluctuations within programs also have shown little variation. Computer Studies is the only program area which has continuously increased the number of graduates over the reported period.

TABLE 11 GRADUATES BY PROGRAM OF STUDY

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
BUSINESS & COMMERCE TECH.	**308**	**350**	**403**	**429**	**526**	**517**	**530**
Business Adminis.	173	210	257	291	341	411	376
Retail Management	48	56	61	61	86	36	48
Secretarial Science	87	84	85	77	99	70	
A.A.S. Sec. Science							71
Diploma-Sec. Science							35
COMPUTER STUDIES	**41**	**44**	**51**	**58**	**80**	**91**	**101**
A.A.S.-Computer Studies							79
Diploma-Computer Studies							22
HEALTH & PARAMEDICAL	**375**	**383**	**397**	**366**	**308**	**321**	**374**
Dental Assistant	19	26	19	19	13	17	18
Medical Lab Tech.	18	17	10	18	7	12	16
Radiologic Tech.	49	43	81	49	37	37	41
Nursing ADN	186	177	171	181	163	152	188
Practical Nursing	99	108	96	85	74	99	100
Respiratory Therapy	4	12	20	14	14	4	11
ENGINEERING TECHNOLOGIES	**92**	**116**	**93**	**101**	**96**	**95**	**112**
Engineering	14	12	9	12	14	13	26
Mech. Engineer. Tech.	1	5	3	5	11	7	9
Machine Design	6	6	10	7	8	15	11
Machine Processes	5	10	13	10	6	7	11
Chemical Tech.	28	39	17	22	22	14	13
Electronic Engin. Tech.	12	17	10	16	10	17	9
Electronics	12	17	19	14	18	19	25
Instrumentation	14	10	12	15	7	3	8
PUBLIC SERVICE TECHNOLOGIES	**126**	**169**	**149**	**154**	**172**	**208**	**182**
Human Services	95	133	111	114	133	171	131
Fire Science	31	36	38	40	39	37	31
GENERAL PROGAMS	**379**	**445**	**367**	**345**	**325**	**326**	**283**
Liberal Arts	304	296	333	337	314	305	241
Science	4	4	1	2	3	7	8
Fine Arts	0	0	0	0	1	11	32
Other	71	145	33	6	7	3	2
TOTAL	**1,321**	**1,507**	**1,460**	**1,453**	**1,507**	**1,558**	**1,562**

SOURCE: HEGIS Degrees Conferred Report

FACULTY and STAFF

FACULTY CHARACTERISTICS

In the fall of 1983, there were 297 continuing full-time faculty members at the Community College. For this group, the most common set of characteristics were being male, holding a masters degree, being an associate professor, and having been with the College for between ten and fourteen years.

TABLE 12 FACULTY CHARACTERISTICS

	Female		Male	
	Number	Percent	Number	Percent
Total	134	45%	163	55%
Degree				
Doctorate	8	3%	50	17%
Masters	113	38%	101	34%
Bachelors	13	4%	12	4%
Rank				
Professor	27	9%	75	25%
Associate Professor	52	17%	54	18%
Assistant Professor	45	15%	26	9%
Instructor	10	3%	5	2%
Visiting Lecturer	2	1%	1	1%
Years of Service				
15 or more	21	7%	13	4%
10 to 14	22	7%	25	9%
5 to 9	64	22%	55	19%
Less than 5	28	9%	69	23%

SOURCE: CCRI Personnel Department records, as of December 27, 1983.

FACULTY SALARIES

The 1982-83 salary and total compensation comparison data show that the Community College of Rhode Island ranked below average on both these measures for two year public colleges. Benefits represented 26 percent of salary at the Community College in 1982-83.

TABLE 13 FACULTY SALARY BY RANK

	Average Salary by Rank ($1000)				Average Compensation by Rank ($1000)			
	PR	AO	AI	I	PR	AO	AI	I
CCRI	28.1	23.8	20.9	13.6	34.5	29.5	28.0	17.0
Average for Two Year Public Colleges	30.5	25.8	21.8	18.9	36.7	31.0	26.2	22.7

PR — Professor
AO — Associate Professor
AI — Assistant Professor
I — Instructor

SOURCE: *Academe*, Bulletin of American Association for University Professors, "The Annual Report on the Economic Status of the Profession, 1982-83," July-August 1983, pp. 1-73.

TABLE 14 RANK OF 1983-84 FACULTY BY PROGRAM AREA

	RANK					
	PR	AO	AI	I	VL	TOTAL
TOTAL FACULTY	102	106	71	15	3	297
BUSINESS & COMMERCE TECH.	10	11	6	1		28
Business Administration	8	8	5	1		22
Secretarial Science	2	3	1			6
COMPUTER STUDIES	3	2	4	1		10
HEALTH AND PARAMEDICAL	7	19	23	2	2	53
Dental Assistant	1		1			2
Medical Lab. Tech	1	1				2
Radiologic Tech.			1		1	2
Nursing — ADN	5	16	13			34
Practical Nursing		2	8	1	1	12
Respiratory Therapy				1		1
ENGINEERING TECHNOLOGIES	6	5	6		1	18
Engineering	3	3	1		1	8
Machine Design	1		1			2
Machine Processes	2		1			3
Chemical Tech.						
Industrial Electronics			3			3
Instrumentation		2				2
PUBLIC SERVICE TECHNOLOGIES	1	4	4	3		12
Human Services	1	4	4	3		12
GENERAL PROGRAMS	75	65	28	8		176
Drama	1	1	1	2		5
English	10	22	7	1		40
Languages	7	1				8
Social Science	13	3	4	1		21
Psychology	10	9	1			20
Biology	7	5	2			14
Chemistry	4	3	2			9
Physics	4	2	2			8
Mathematics	13	8		1		22
Art	3	4	2	3		12
Music	3		2			5
Physical Education		1	1			2
Learning Resources		6	4			10

PR — Professor
AO — Associate Professor
AI — Assistant Professor
I — Instructor
VL — Visiting Lecturer

SOURCE: Listing of filled faculty positions as of December 27, 1983, from the CCRI Personnel Office

STAFF CHARACTERISTICS

The staff at the Community College were categorized into three groups:

a. Classified — which includes such positions as security, janitorial, laborer, technician, clerical, and nurse.

b. Non Classified — which includes such positions as administrative assistant and secretary, laboratory technician, paraprofessional, counselor, and coordinator.

c. Administration — which includes the positions of president, vice president, dean, and director.

Compared with 1982-83, the average description of the three types of staff have changed only slightly. The number of classified stff decreased from 166 to 164, the non-classified from 131 to 114, and the administrators increased from 42 to 43.

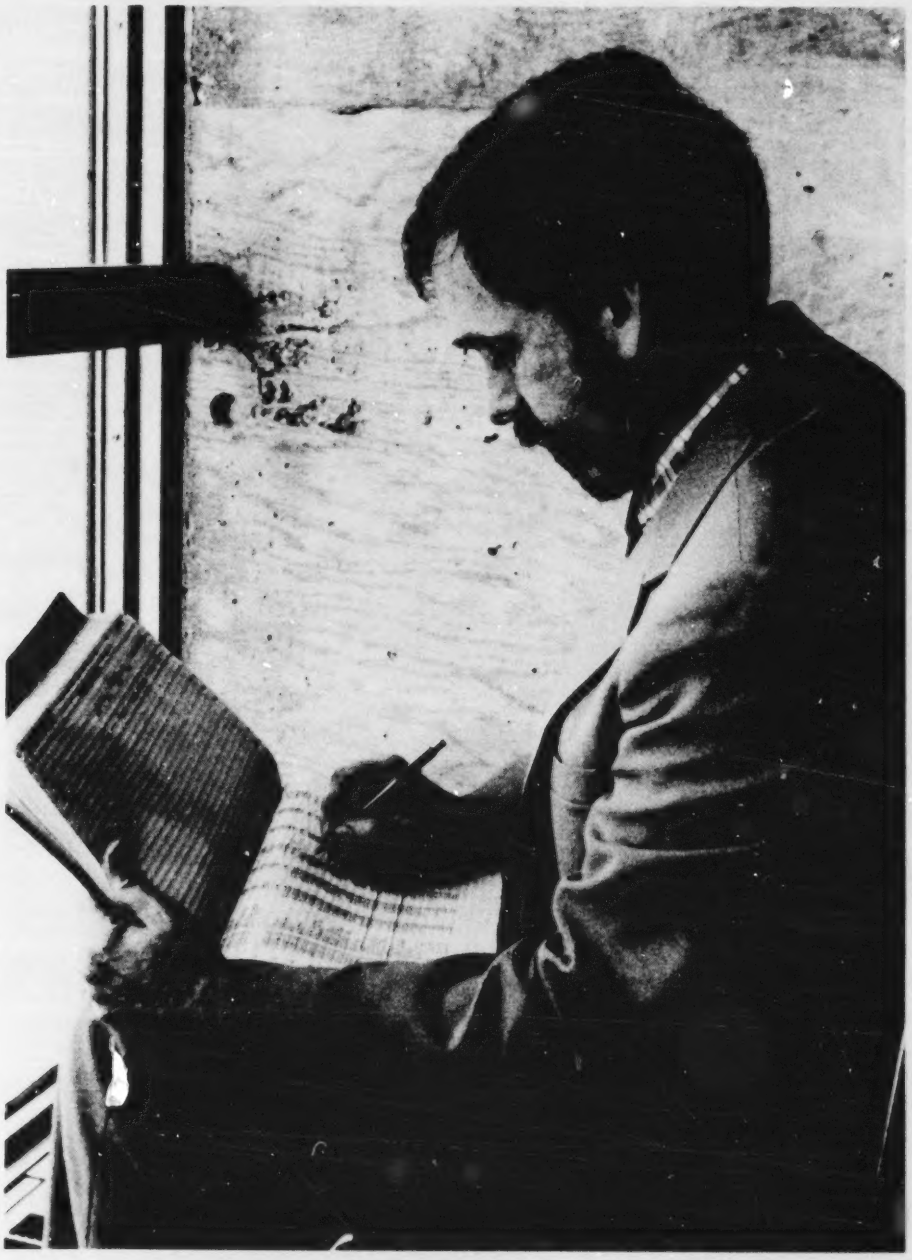
TABLE 15 STAFF CHARACTERISTICS

	Number	Percent		Number	Percent
CLASSIFIED			NON-CLASSIFIED		
Total	164	100%	Total	114	100%
Sex			Sex		
Female	97	59%	Female	78	68%
Male	67	41%	Male	36	32%
Degree			Degree		
High School	113	69%	High School	39	34%
Associate	32	20%	Associate	39	34%
Bachelors	15	9%	Bachelors	19	17%
Masters	4	2%	Masters	17	15%
Years in Service			Years in Service		
15 or more	3	2%	15 or more	4	4%
10 to 14	31	19%	10 to 14	39	34%
5 to 9	56	34%	5 to 9	42	37%
Less than 5	74	45%	Less than 5	29	25%

ADMINISTRATION

	Number	Percent
Total	43	100%
Sex		
Female	11	26%
Male	32	74%
Degree		
High School	1	2%
Associate	2	5%
Bachelors	13	30%
Masters	19	44%
Doctorate	8	19%
Years in Service		
15 or more	11	26%
10 to 14	6	14%
5 to 9	15	35%
Less than 5	11	25%

FINANCES



TUITION AND FEES

The open door policy of the Community College argues for keeping the tuitions and fees as low as possible in order to increase the accessibility of the programs to all students including those with limited financial means. This concern for keeping the tuition and fees at a modest level has resulted in increase tuitions each year that are similar to the Consumer Price Index changes. Still the increases between 1970-71 and the latest set tuition for 1984-85 reflect a total increase of 164 percent.

TABLE 16 FULL-TIME TUITION AND MANDATORY FEES PER SEMESTER

Year	Tuition & Fees	Relative Change	CPI Relative Change*
1970-71	$140	1.00	1.00
1971-72	170	1.21	1.04
1972-73	170	1.21	1.08
1973-74	170	1.21	1.14
1974-75	170	1.21	1.27
1975-76	200	1.43	1.39
1976-77	200	1.43	1.46
1977-78	200	1.43	1.56
1978-79	218	1.56	1.75
1979-80	232	1.66	1.98
1980-81	247	1.76	2.22
1981-82	275	1.96	2.42
1982-83	315	2.25	2.51
1983-84	345	2.46	
1984-85	370	2.64	

**Consumer Price Index for Urban Wage Earners, U.S. Cities Average.*

GENERAL EDUCATION REVENUES

The general education revenues for the Community College are unrestricted revenues, which means these funds are not designated for any specific purpose except the general support of the institution. These revenues represent the major portion of the funds available to the College and come primarily from two sources: state appropriations and tuition and fees.

Since 1976-77, the student paid tuition and fees have provided an increasing share of the revenues, while the share from state appropriations has declined. However, in 1983-84, the proportions are the same as for 1982-83.

TABLE 17 GENERAL EDUCATION REVENUES

UNRESTRICTED REVENUES IN THOUSANDS ($1,000)

	State Appropriation	Tuition & Fees	Other	Total
1976-77	12,471	2,630	328	15,429
1977-78	13,460	2,945	669	17,074
1978-79	14,190	3,360	826	18,376
1979-80	15,007	3,695	701	19,403
1980-81	16,248	4,206	578	21,032
1981-82	16,801	4,768	976	22,545
1982-83	18,471	5,661	679	24,811
1983-84	19,627	6,230	727	26,584

AS PERCENTAGE OF TOTAL REVENUES

	State Appropriation	Tuition & Fees	Other	Total
1976-77	81	17	2	100%
1977-78	79	17	4	100%
1978-79	77	18	5	100%
1979-80	77	19	4	100%
1980-81	77	20	3	100%
1981-82	75	21	4	100%
1982-83	74	23	3	100%
1983-84	74	23	3	100%

SOURCE: Audit statements for 1976-77 to 1982-83, and the Budget Mid-Year Review for 1983-84.

GENERAL EDUCATION EXPENDITURES

The expenditures of the general education funds are used primarily for personnel services, and for operating expenditures, student aid, capital, and other. For the last five years, the proportion of general education expenditures allocated to each of these areas has remained essentially the same.

TABLE 18 GENERAL EDUCATION EXPENDITURES

UNRESTRICTED EXPENDITURES IN THOUSANDS ($1,000)

Year	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	Total
1976-77	9,912	2,384	194	687	2,253	15,430
1977-78	11,787	2,351	146	403	2,386	17,073
1978-79	12,844	2,502	211	482	2,337	18,376
1979-80	13,932	2,691	265	255	2,260	19,403
1980-81	15,322	2,941	290	306	2,173	21,032
1981-82	16,510	3,197	371	616	1,851	22,545
1982-83	17,887	3,534	421	994	1,975	24,811
1983-84	19,210	4,072	513	778	2,011	26,584

AS PERCENTAGE OF TOTAL EXPENDITURES

Year	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	Total
1976-77	64	16	1	4	15	100%
1977-78	69	14	1	2	14	100%
1978-79	70	14	1	3	13	100%
1979-80	72	14	1	1	12	100%
1980-81	73	14	1	2	10	100%
1981-82	73	14	2	3	8	100%
1982-83	72	14	2	4	8	100%
1983-84	72	15	2	3	8	100%

*"Other" includes Debt Service and Year End Transfers.

SOURCE: Audit Statements for 1976-77 to 1982-83 and the Budget, Mid-year Review for 1983-84.

STUDENT FINANCIAL AID

Financial assistance for students comes essentially from three sources: the state, the federal government, and student loans. Since 1980-81, the size of the total state student financial aid program has about doubled both in terms of dollars and number of recipients, while the federal program has remained about constant.

TABLE 19 STUDENT FINANCIAL AID

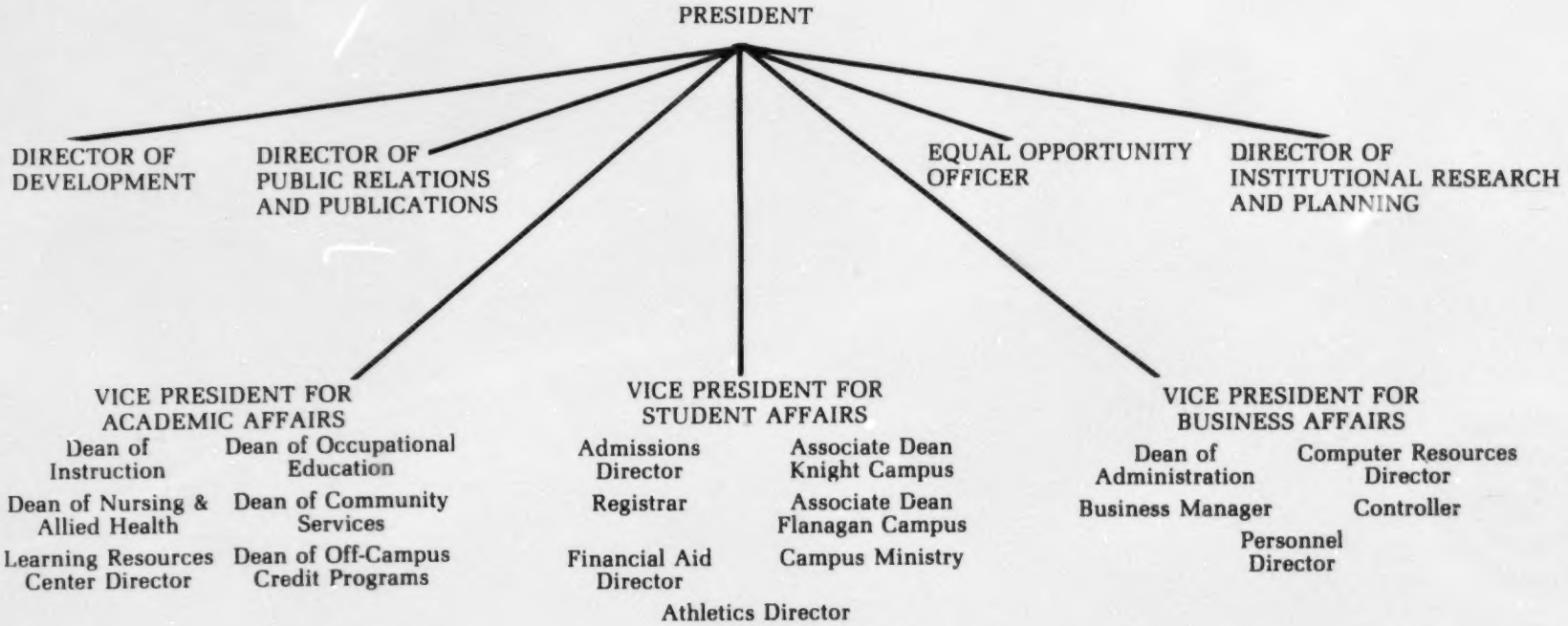
	1980-81		1981-82		1982-83	
State Programs	**Amount ($1000)**	**Number**	**Amount ($1000)**	**Number**	**Amount ($1000)**	**Number**
RIHEAA	116	428	311	1,250	340	1,149
Comm. College Grant	213	1,250	250	1,250	271	674
Remission of Tuition	75	654	110	1,124	157	1,348
Student Help	190	315	210	349	214	336
Total State Program	594	2,647	881	3,973	982	3,507
Federal Programs						
Basic Opp. Grant (Pell)	2,191	2,738	2,500	3,000	1,751	2,524
Supp. Ed. Opp. Grant	81	217	72	200	79	259
Nursing School	15	31	14	36	—0—	—0—
Coll. Work Study	329	548	264	550	230	277
Total Federal Programs	2,616	3,534	2,850	3,786	2,060	3,060
Other						
Other Student Loans	500	500	700	700	700	700
TOTAL STUDENT FINANCIAL AID	3,710	6,681	4,431	8,459	3,742	7,267

RIHEAA — Rhode Island Higher Education Assistance Authority

Note: Recipients reflect duplicate count of students

SOURCE: Office of the Director of Financial Aid

COMMUNITY COLLEGE OF RHODE ISLAND ORGANIZATION CHART



ERIC Clearinghouse for Junior Colleges JUN 8 1984